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ABSTRACT

The outline presented is an evaluation model which spells out guidelines for conducting an evaluation of special education programs and services. The guidelines define the duties of a full-time project coordinator or administrator, who provides the leadership for all the plans and procedures developed to conduct the evaluation. His responsibilities concerning such items as budgeting, preparation of materials, arranging for and instructing consultants, and coordinating evaluation results are listed for four phases of the evaluation process. Appended is an evaluation check list for rating programs and services for handicapped children on their organization, nature of offerings, physical facilities, staff, instructional activities, instructional materials, methods of evaluation, and results. (KW)

ED 072577

ARLINGTON PUBLIC SCHOOLS
DIVISION OF INSTRUCTION
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EVALUATION DESIGN

As a result of the Arlington Title VI Project the following outline has been developed for conducting an evaluation of special education programs and services. It is necessary to establish the position of project coordinator as a full-time assignment if a school division is planning an evaluation of the scope described here. A budget allocation must be projected including sufficient funds to cover the cost of the salaries of the coordinator and a typist, general office supplies, travel expenses for the coordinator and expenses for a pre-determined number of consultants, covering their travel, lodging, and meals.

The coordinator provides the leadership for all the plans and procedures developed to conduct the evaluation. This key person should have interests and abilities in developing better programs as well as a background and experience to understand the nature and needs of handicapped children. To be effective he needs support of the administrative and supervisory staff and involvement at all levels.

An evaluation should measure how effective programs have been and project what results they may have in the future. It should envision valid objectives, plan for their achievements and develop new plans as they are needed. The feedback generated by an evaluation is essential for continual growth and sound planning in the educational structure. It should have an interactive process built in for the clarifying and renewing effect it has upon all who are involved.

Evaluation can be used as a tool to look at the problems involved in establishing effective ways for providing instructional services to children by: 1) examining supportive services and the ways that they help meet clearly defined goals; 2) helping a school division look for better ways to interrelate special and general education; and 3) providing a broader base for decision making to improve the instructional services to all handicapped children. Not to be overlooked is the benefit of involvement from the community, guidance for budget expenditures, suggestions for changes in organizational structures, and help in obtaining available Federal funding for special education needs. At the same time it summarizes the prior steps of needs assessment, program planning, implementation and progress.

In developing this evaluation model methods and procedures were devised which appeared to meet the project's goals and objectives. As weaknesses and special problems were encountered, changes and modifications were necessary. As a result of these experiences the attached guidelines reflect improvements that should help to make such an evaluation more successful.

EC 050 967E

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GUIDELINES FOR A COORDINATOR OF AN EVALUATION

PHASE I - OVERVIEW AND PLANNING

BUDGET ITEMS

1. Items to be budgeted for:

   (1) Coordinator's salary - full-time

   (2) Clerical help

   (3) Lodging, food and travel for consultants

   (4) Postage, office supplies, telephone calls

   (5) Funds for substitute teachers

   (6) Dissemination of final reports

CONTENT

1. Provides statement of:

   (1) Guidelines for development of program and services issued by Special Education Division, State Department of Education.

   (2) Philosophy of school division for total educational program and for special programs.

   (3) Coordination and interrelationship between supportive services and special education programs within the school division.

   (4) Programs and services to be evaluated:

      a. characteristics of student population in each program
      b. placement policies and criteria for students admitted to special programs
      c. statistics on population such as class size, tuition grants etc.
      d. problems in classroom management
      e. curriculum guides
      f. instructional programs and individualized objectives
      g. instructional materials and supplies
      h. physical facilities
      i. follow-up provisions for students returned to regular classes
      j. supervisory duties and responsibilities
      k. procedures followed working through administrative and supervisory channels.

2. Introduce the evaluation project to the total school division staff.

3. Conduct interviews and group discussions with administrators, supervisors, principals and teachers directly involved with handicapped

children. Includes staff members from Guidance, Pupil Personnel Services and School Health in these discussions. The teaching staff should be involved from the initial stages of program examinations.

PREPARATION OF MATERIALS

1. Calendar for implementing procedures and collecting data, include such items as:

   (1) Set up schedule of meetings with the Local Advisory Committee for Handicapped Children. The number of meetings to be held will vary, based on school population, diversity of special education programs, and time allowed for conducting the evaluation.

   (2) Establish dates for the distribution and return of questionnaires. Questionnaires may be mailed out with stamped self-addressed return envelopes.

   (3) Special education teachers or their representatives meet with coordinator for discussion and assessment of programs.

   (By the end of the second or third meeting the teachers should have prepared a written report covering the strengths and weaknesses in the programs and their recommendations for improvements.)

   (4) Observation by the Local Advisory Committee for Handicapped Children of special education classes and services, according to established procedures.

   (Determine the ground rules they are to follow when observing in a classroom, entering and leaving the school building, times for making observations, etc. Confer in advance with principals and teachers involved in establishing these dates, times, and related rules.)

   (5) Adapt and distribute evaluation guide to be used to assess the special education programs to supervisors, principals, and teachers and Local Advisory Committee for Handicapped Children. The same evaluation instrument should be used by all the participants including the consultants. See Appendix A.

   (6) Ask each of groups referred to above to submit written reports. Prepare a format for the written reports to be followed by all participants.

   (7) Notify building principals, teachers and appropriate supervisors in writing of the names of the consultants, time and date of their visits and programs to be observed.

   (8) Distribute copies of the final evaluation reports from all participating groups to:

   a. Special education supervisors and teachers

b. Administrative staff of school division
c. Local Advisory Committee for Handicapped Children
d. Consultants
e. Superintendent
f. Members of School Board

2. Charts and schemata, as required i.e., organizational flow charts.

3. Abstracts of written documents related to special education programs and services.

CONSULTANTS

1. Prepare a list of proposed consultants in cooperation with the Special Education Division of the State Department of Education.

2. Invite the consultants at least three to five months before the pre-determined dates of the visit. The Superintendent should sign the letters of invitation.

3. Arrange for lodging and meals for consultants. Include provisions for rooms to be used by consultants when preparing their written reports, as well as a room large enough to accommodate an audience for the reading of the final reports.

4. Arrange for at least two meetings with the chairman of the evaluation team prior to the visit of the consultants in order to work out problems of mutual concern.

5. Arrange to have one meeting with the team chairman following the completion of the evaluation.

6. Allow time after the reports are read at the final meeting for the consultants to answer questions from the audience and explain their recommendations more fully.

PHASE II - SELF-EVALUATION

PREPARATION OF MATERIALS

1. Adapt questionnaires and distribute to:

   a. all parents of handicapped children in public and private schools
   b. at least a 10% sampling of parents of non-handicapped children in public schools
   c. representatives of local social and welfare agencies, civic associations and private schools
   d. supervisory and administrative personnel of the school division
   e. all special education teachers
   f. a 10% random sample of regular classroom teachers, guidance counselors, nurses and librarians

   (Narrative and multiple choice questionnaires could be developed from the evaluation guidelines to derive comparable information from professional and non-professional people.)

2. Prepare and distribute a periodic newsletter to school division personnel and the Local Advisory Committee for Handicapped Children to keep them informed of the current status and activities of the evaluation.

CONTENT ANALYSIS

1. Tabulation of the results and statistical analysis of the questionnaires.

2. Interpretation of the questionnaires with selected professional personnel and members of the Local Advisory Committee for Handicapped Children to spot trends and findings with very weak or very strong support.

3. Summarization of the questionnaires and final reports.

PARTICIPANTS

1. Supervisors and/or principals will appoint teacher representatives from each special program or service to participate in group meetings to acquaint them with the purposes and procedures of the evaluation, and prepare for the self-evaluation phase.

2. Teachers will evaluate their programs and prepare reports for each program during the self-evaluation.

3. The Local Advisory Committee for Handicapped Children will cooperate and participate in the self-study and evaluation. Suggestions for sub-committees for Local Advisory Committee for Handicapped Children:

   a. identification, admissions, placement

b. curriculum, performance objectives, instructional materials
c. community resources, tuition grants, private schools
d. physical facilities and transportation

PHASE III - PROFESSIONAL EVALUATION

CONSULTANTS

1. Mail all background material to consultants including:

   a. descriptions, criteria, objectives and statistics concerning special education programs
   b. results of self-evaluation study by special teachers and Local Advisory Committee for Handicapped Children
   c. philosophy of the school division
   d. data on tuition grants
   e. relevant administrative requirements
   f. organizational flow charts
   g. evaluation guidelines
   h. in-service training schedules
   i. teachers' names, assignments, and endorsements
   j. historical information on programs and services
   k. local community information

   THIS SHOULD BE MAILED AT LEAST ONE MONTH PRIOR TO THE DATE OF THE VISIT SCHEDULED FOR THE CONSULTANTS.

2. In consultation with the representative of the Special Education Division, State Department of Education, assign consultants to evaluation teams according to their fields of specialization.

3. Assign a team for each program designating a sub-chairman for each team.

4. Set up a schedule for the consultants to follow while they are visitors in the local school division.

5. Arrange for each team of professional evaluators to observe a special education class or special service for not less than one half day. Plan for as many such observations as are necessary to adequately cover the programs.

6. Arrange for pre-evaluation orientation sessions to provide opportunities for open discussions between professional evaluators and administrative staff.

7. Arrange to have the consultants and special education teachers meet as a group for open discussion, preferably before the formal evaluation begins.

8. Arrange to have the Local Advisory Committee for Handicapped Children and the consultants meet as a group preferably before the formal evaluation begins.

9. Provide time during the observations for consultants to confer with teachers. Request substitutes or aides to supervise the classes during the conference time.

10. Have student cumulative folders available in classrooms for consultants to review.

11. Assign a specific team to evaluate the supervisory and organizational structure. Allow this team extra time if they have other assignments.

12. Arrange for local citizens, retired teaching personnel and parents to provide transportation for the teams of visiting consultants while they are observing and moving from school to school.

13. Have a typist available to type preliminary and final evaluation reports.

RESULTS

1. Plan for participation by the coordinator in all the general sessions held by the consultants during the times they are discussing findings and recommendations. State Department of Education personnel should also be invited to these sessions.

2. Have available administrative manuals, curriculum guides, lesson plans and other relevant program information while the consultants are writing their final reports in case such information is needed.

3. Collect a final written report from each sub-chairman of the teams before they depart.

PHASE IV - POST-EVALUATION

RESULTS

1. Arrange for Superintendent or his designate to meet with all supervisory and administrative personnel involved with special education programs and services to discuss the implications of the findings for future direction and changes.

2. Conduct meetings with supervisors and special education teachers to solicit reactions to the final reports and their predictions for the effects they will have on future operations. Another purpose of these meetings should be to compare the consultants' conclusions with the results of the self-evaluation studies.

   Depending on the amount of time available and the number of programs involved there may be direct participation at these meetings by the special education teachers, or a teacher may be selected to represent each program and report back to the group represented.

3. Prepare a summary of recommendations.

4. Distribute copies of all final reports to the consultants, School Board members, Superintendent, staff of local school division and Local Advisory Committee for Handicapped Children.

5. Prepare a general public report from the Superintendent to the citizens of the community, summarizing the activities of the total evaluation.

ARLINGTON PUBLIC SCHOOLS
Division of Instruction

June 1972

APPENDIX A

PROGRAMS AND SERVICES FOR HANDICAPPED CHILDREN

Evaluation Guidelines

The checklists may be rated on a four-point scale as follows:

4 Excellent 3 Good 2 Fair 1 Poor or missing NA Not Applicable

Since it is not easy to describe in detail what "excellent" or "poor" really means, you should draw upon your total experience in making your judgments. A rating of 4 would not necessarily mean ideal or perfect; it could indicate the most desirable condition possible. If you wish to show a rating that is good but less than excellent, insert the number 3. Likewise, to show a rating that means less than good but better than poor, insert the number 2.

I. ORGANIZATION

Checklist

( ) 1. Policies and procedures for establishing and operating special education programs and services are clearly defined for all handicapped pupils.

( ) 2. Policies and procedures for establishing and operating special education programs and services make provision for all handicapped pupils.

( ) 3. The special education programs and services operate under the leadership of trained special education supervisors.

( ) 4. Consultant supervisory services are provided for special education teachers.

( ) 5. The special education programs and services are an integral part of the instructional program.

( ) 6. The special education staff is offered the same consideration as other staff members.

( ) 7. Opportunities for professional growth, curriculum development, and in-service training are provided for the special education staff.

( ) 8. Budgets for special education programs and services are formulated as part of the total school budget.

( ) 9. Teacher-pupil ratios are in accordance with State standards.

( ) 10. The special education teachers are members of an interdisciplinary team that participates in decisions regarding placement, curriculum, evaluation, and instruction.

( ) 11. Before a pupil is placed in a special education program, both parents and pupil receive a complete orientation to the program.

( ) 12. A systematic plan is in effect for evaluating the quality of special education programs and services.

( ) 13. Clerical personnel is available to assist special education teachers and supervisory personnel.

( ) 14. The school division maintains a screening and referral procedure with follow-up services.

( ) 15. The services of professional and lay groups are used to coordinate activities concerned with handicapped pupils.

( ) 16. When necessary, referrals are made to other agencies to secure diagnostic information.

( ) 17. Records in cumulative folders and other information pertinent to educational planning are available and used by specially designated staff members.

( ) 18. The progress of handicapped pupils are reviewed annually and re-evaluated as often as their performance suggests.

( ) 19. Special education staff from all levels plan together to develop a sequential program.

( ) 20. Special education teachers of the same level plan together to develop the programs at that level.

( ) 21. Policies and procedures pertaining to special education programs meet the needs of the target population.

( ) 22. School administrators provide leadership for program and curriculum development.

( ) 23. Financial support is available for all pupils who need special education programs and services which are not provided in the public schools.

( ) 24. Special education programs are consistent with the stated philosophies of the school division.

( ) 25. Identification and assessment of handicapped pupils are in accordance with the guidelines of the State Department of Education.

( ) 26. There is follow-up by the special education staff after any referral and placement.

( ) 27. Referrals are made to available services.

( ) 28. There are provisions for supportive services within the school division.

II. NATURE OF OFFERINGS

( ) 1. The curricula are designed to meet the needs of handicapped children and youth.

( ) 2. Pupils have an opportunity to develop specific talents and abilities as well as to strengthen areas of weakness.

( ) 3. Handicapped pupils are assigned to regular classes in those cases where such placement is recommended.

( ) 4. Handicapped pupils are involved in the regular program as their needs determine this to be desirable.

( ) 5. All programs and services are periodically assessed and re-evaluated.

( ) 6. Programs are provided in relation to the school division's stated philosophy and objectives.

( ) 7. Placement in specific programs and courses reflects the stated philosophy and objectives of the school division.

( ) 8. The variety of special education programs and services meets the needs of the community.

( ) 9. Industry, business, and on-the-job resources are correlated with school programs to provide additional education and training in the community.

( ) 10. The school division has special services to take care of assessment and referral needs. (check if available)

_____ Audiologist
_____ Educational Diagnostician or school based elementary specialist
_____ General medical practitioner
_____ Neurologist
_____ Occupational therapist
_____ Opthalmologist
_____ Otologist
_____ Orthopedic surgeon
_____ Pediatrician
_____ Physical therapist
_____ Psychiatrist
_____ School psychologist
_____ Visiting teacher-social worker
_____ Speech therapist
_____ Diagnostic & Evaluation Clinic
_____ Other - Specify _____

III. PHYSICAL FACILITIES

( ) 1. The school facilities are so constructed or modified that pupils having physical handicaps do not encounter architectural barriers which prohibit or limit their use of facilities.

( ) 2. Instructional areas for handicapped pupils are a size that allows optimum program development.

( ) 3. Working space is available for special education and supportive services.

( ) 4. Each instructional and service area is equipped with the furniture and other equipment necessary for the maximum development of the program.

( ) 5. The equipment and furniture are aesthetically pleasing, comfortable, and in keeping with the general design of other parts of the school facilities.

( ) 6. Each instructional and service area has shelf, storage, file, and display space.

( ) 7. Special transportation is provided for those pupils who cannot use regular transportation.

( ) 8. Transportation is available for field trips.

( ) 9. Adaptive physical education, recreation, specialized training facilities and spaces as needed are available both inside and outside the building.

( ) 10. Working space is provided for professional and other staff and meets their requirements.

( ) 11. Other aspects of the physical facilities provide for optimum development of programs and services.

( ) 12. The equipment is functional and meets the requirements of the programs and services.

IV. DIRECTION OF LEARNING

Instructional Staff

( ) 1. The current State Department of Education guidelines for special education have been obtained by the school division and are available to any teacher.

( ) 2. Personnel associated with programs for handicapped pupils are given opportunities to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings.

( ) 3. There are available to personnel on-going activities for professional growth.

Special Education personnel

( ) 4. Are encouraged to cooperate with research, pilot and experimental projects.

( ) 5. Adhere to professional ethics in handling confidential information.

( ) 6. Are actively identified with appropriate community organizations and issues.

( ) 7. Maintain active membership in educational and other professional organizations.

( ) 8. Demonstrate desirable working relationships with intra-school personnel, parents, and professional groups.

( ) 9. Make effective use of referral sources and resources.

( ) 10. Are endorsed by State Board of Education for the specific areas they teach.

( ) 11. Demonstrate instructional proficiency in given specific and/or related areas.

( ) 12. Special education supervisors are prepared and have experience in one or more areas of special education.

( ) 13. Administrators meet State Board of Education requirements.

( ) 14. Principals, counselors, aides and other supportive personnel demonstrate a general knowledge of exceptional children.

Instructional Activities

( ) 1. Instructional methods and techniques in use meet the needs of the pupils assigned to the specific programs.

( ) 2. Vocational education and on-the-job training are provided according to individual needs.

( ) 3. Activities aimed at strengthening the areas of weakness are based on pupil's needs.

( ) 4. Activities are aimed at enhancing the strengths of individual pupils.

( ) 5. Regular school activities are adapted for use in each of the special programs.

( ) 6. Expectation is geared to the level of the achievement potential of each student.

( ) 7. Performance is evaluated in terms of a pupil's mental age.

( ) 8. School and community resources are used to supplement the in-school program.

( ) 9. Planning and preparation for instruction are evident.

Instructional Materials

( ) 1. Textbooks, pamphlets, magazines and newspapers, and other reading material are provided.

( ) 2. Source books and reference materials which parallel the most significant aspects of each unit or course of study are available.

( ) 3. Materials are selected to meet the range of reading levels of pupils in each class.

( ) 4. Maps, charts, models, globes, and similar instructional materials are available, and being used.

( ) 5. Manipulative learning aids, such as blocks, puzzles and games are available, and being used.

( ) 6. Motion pictures, filmstrips, and slides are available, and being used.

( ) 7. Study guides or assignment sheets have been prepared and are available to students.

( ) 8. Textbooks are selected by special education personnel.

( ) 9. Materials and supplies in use meet the needs of the pupils in the programs.

( ) 10. Instructional materials are available to promote each program of special education.

( ) 11. Several series of textbooks are available.

( ) 12. High-interest - low-vocabulary materials are available.

( ) 13. Learning centers are available.

( ) 14. Special instructional materials for the visually impaired are available. (check those available)

_____ Braille materials
_____ Braillers
_____ Talking books
_____ Other - specify _____

_____ Books with large type
_____ Tape recorders
_____ Large-type typewriters

( ) 15. Special instructional materials for the deaf are available. (check those available)

_____ Captioned films
_____ Audio-amplifier system

_____ Other - Specify _____

Methods of Evaluation

( ) 1. Provision is made for evaluation of pupil achievement in relation to performance objectives.

( ) 2. The evaluative process makes provision for individual differences in the cognitive, affective and psycho-motor domains.

( ) 3. Evaluation is made of the pupil's knowledge and operational skills.

( ) 4. Standardized and teacher made tests are used.

( ) 5. Tests are used to determine the achievement levels of all special education pupils.

( ) 6. Tests are used for diagnostic purposes.

( ) 7. A multi-disciplinary team is used to validate the diagnostic information available.

( ) 8. Interpretation of test results is used in conjunction with other information to assist pupils.

( ) 9. Pupils are encouraged to evaluate their own achievements.

( ) 10. Both teachers and pupils recognize that tests should be used to reveal strengths and to point out areas for instruction.

( ) 11. Part of the evaluation program consists of tests designed to determine the pupil's ability to use knowledge in new situations.

( ) 12. Teachers maintain anecdotal records on each of their pupils.

( ) 13. Teachers run a baseline for evaluative purposes on each of their pupils.

( ) 14. Systematic procedures are used to evaluate pupil performance.

( ) 15. Teachers use evaluation results in analyzing their teaching effectiveness and in planning instructional activities.

V. OUTCOMES

1. Pupils are·

( ) (a) Able to return to regular classrooms.

( ) (b) Able to participate in other school activities.

( ) (c) Able to exhibit an understanding of individual rights and responsibilities.

( ) (d) Developing desirable attitudes toward work.

( ) (e) Developing knowledge and skill commensurate with their work needs.

( ) (f) Aware of local employment conditions and opportunities.

( ) 2. The community accepts and supports the special education programs and services.

( ) 3. The community is informed and kept up to date on special education programs and services.

( ) 4. Parents accept and support the special education programs and services.

( ) 5. Parents are satisfied with the special education programs and services.

( ) 6. Administrators in the school division accept and support special education programs and services.

( ) 7. The administration of special education programs and services meets the needs of all handicapped pupils.

( ) 8. The general teaching staff accepts and supports the special education programs and services.

( ) 9. The administration of special education is satisfactory as far as the general teaching staff is concerned.

PLEASE GIVE A BRIEF NARRATIVE SUMMARY OF THE PROGRAM(S) YOU OBSERVED.

IN WHAT RESPECTS ARE THE SPECIAL EDUCATION PROGRAMS AND SERVICES MOST SATISFACTORY AND COMMENDABLE?

IN WHAT RESPECTS ARE THE SPECIAL EDUCATION PROGRAMS AND SERVICES MOST IN NEED OF IMPROVEMENT? RECOMMEND, IN ORDER OF PRIORITY, STEPS FOR THEIR IMPROVEMENT.